Name: <u>Date:</u>

Let's Take a Look at Scheduling

- 1) Talk about your current assignment.
 - A. What buildings do you serve?
 - B. What grade levels do you serve in those buildings?
 - C. How many students are you serving?
 - 1. Intervention Plans
 - 2. IEP,
 - 3. Consultative/Level 2 Problem Solving?
 - D. Do you serve preschoolers?
 - 1. How many? 0-3

3-5

- 2. How do you schedule preschoolers?
- 3. Where do you see them?
- 4. How long/ frequent are the sessions?
- Is there a possibility of using different grouping options to serve students to make more efficient use of your time?
 (EX: # of students per group, Habit groups, blocking time slots by grade level or classrooms)
- 3) Who are the other people (volunteers, associates, peer tutors) who can be used to carry out drill and practice activities with your students under your supervision?
- 4) Are all students on your roster being served at the most efficient level of service to meet their needs?
- 5) What SDOs are currently being used with students?
- 6) Are you allowing time in your schedule for other assigned duties?
 (Problem solving, teacher planning/ collaborations/ classroom observations/ paper work/ meetings/ screenings/evaluations, SLP planning, communication)

Which are not being scheduled?

7) Do you see a need for a change in your scheduling procedures? Why, or why or why not? What support do you need in creating a more effective and efficient scheduling process?

SPEECH & LANGUAGE SCHEDULE

Week of :	SLP				
School	Office/Phone:				

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30					
8:00				AEA/District Meeting	
8:15	Other Direct Services to Support Student IEPs				
8:45					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					
2:15					
2:30					
3:00					
3:15					
3:30					

SPEECH & LANGUAGE SCHEDULE FLEX SCHEDULE WEEK

R--Elem: Monday & Thursday A--Elementary: Tuesday, Wednesday, Friday

Week of: 12/10	Time	Monday	Tuesday	Wednesday	Thursday R Elem.	Friday
	7:30	A Elem.	A Elem.	A Elem.	5Y Plan	R Elem.
	8:00	Plan K	Plan 3rd	Plan 3N	AEA Team	BAT Tim
	8:15	Conf. Brad P.		Plan 5G	AEA Team	BAT Tim
	8:45	2R Observation	3R Observation	Follow up Conf. 2R	PS Sarah	PS Phono Group
	9:00	2R Observation	3R Observation	Follow up conf. KM	PS Sarah	PS Phono Group
	9:15				6 Collab	PT conf.
	9:30	KM Observation	KR Observation	Eval: Tom	6 Collab	Seth
	9:45	KM Leanna KR Taylor	KR Observation		4 A Observation	2B follow- up conf.
	10:00	Drive to Runnells	PS Lang. Grp.	Follow-up conf. KR	4 Collab	Eval Reports:
	10:30	Eval: Nick	PS Lang. Grp	Drive to Woodside	PS Rachel	Nick Tom
	11:00	Eval: Nick	Follow-up conf. 2R	Individual Time SLP's	2S Observation	
	11:30	5 Y Observation	Follow-up conf. 3R	11:00-4:00	5Y Collab	KT Prob Solve
	12:00	5 Collab	Lunch	PSHV Mia	6H Co-teach SS.	Drive to Ames
	12:30	Lunch	1S Co-Teach	PSHV Mia	KK Follow-up Conf.	Staff Devel.
	1:00	PS Rachel	6S Observation	4P Observ.	3J Observation	Oral Narrative
	1:30	4A Collab Vocab	4N Collab		Lunch	Assessm.
	2:00	6H Observation	2B Observation	Early Dismissal	Eval: Emily	Ames
	2:45		2B Observation	Building Level Staff	2S follow up Conf.	1:00-4:00
	3:00	3 Co- teach PALS	Follow-up conf. 6S	Developm. 2:00-4:00	4 Plan follow up conf.	
	3:30	Staff Sean	Reports		2 Nick/Bud	

^{*}TEACHERS: I AM SPENDING THIS WEEK ON MY FLEXED SCHEDULE. PLEASE NOTE THE <u>HIGHLIGHTED</u> DATES AND TIMES I AM ASSIGNED TO BE IN YOUR CLASSROOMS. <u>REMEMBER</u>, THE ONLY REGULARLY SCHEDULED SESSIONS WILL BE FOR CLASSROOM CO-TEACHING AND PRESCHOOLERS.

WORKLOAD MANAGEMENT SCHEDULE

Date: SLP: Building(s):

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday

PROBLEM SOLVING MANAGEMENT SCHEDULE

DATE	SURVEY LEVEL	DATE	INTERVENTION LEVEL	DATE	ENTITLEMENT	DATE	IEP MEETINGS	DATE	OTHER Level II/ other meetings

Schedule for Classroom Observations and Collaborations

Target stu	idents and skills needing to observe:
Skills the	teacher would like for me to observe and concerns to
address:	

Please circle several times and days of the week that would be best for me to observe my students in your classroom. Please number your priority of times by numbering first, second, third. If you are unsure of what skills I would like to observe please contact me.

Mon.	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00
	11:00-11:30	11:30-12:00	12:30-1:00	1:00-1:30
	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30
Tu.	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00
	11:00-11:3011:30	-12:00	12:30-1:00	1:00-1:30
	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30
Wed.	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00
	11:00-11:30	11:30-12:00	12:30-1:00	1:00-1:30
	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30
Th.	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00
	11:00-11:30	11:30-12:00	12:30-1:00	1:00-1:30
	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30
Fri .	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00
	11:00-11:30	11:30-12:00	12:30-1:00	1:00-1:30
	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30

Speech-Language Services Workload Checklist for use in Flexible Scheduling

IEP minutes of each student met □ student contact scheduled □ consultation/collaboration time scheduled (face to face) □ classroom observation time scheduled □ IEP/IFSP meetings / annual reviews scheduled
screening/evaluation time scheduled (or call this "level 2, level 3 time")
LEA meetings (BAT, building meetings, etc.) scheduled
paperwork time scheduled
AEA meetings scheduled
SLP planning/preparation time scheduled
time for parent/teacher communication (notes, e-mails, phone calls) scheduled
other

Anne Lohmeier

Speech-Language Pathologist

To: Administrators, Teachers, and Parents: (Modify according to audience.)

Traditionally, speech and language services have been provided by an SLP on a one-to-one or small group basis in controlled intervention settings. However, it is proven that diversifying service delivery options provided by various people in various activities and contexts increases the potential for student success (Blosser,1996). This means developing programs that are creative, adaptable, and dynamic. Thus, to better meet the needs of the students who receive speech and language services, I will begin to use a flexible-scheduling process.

(Example for 3:1, 4:1 etc. This type of schedule will consist of regularly scheduled speech sessions for three weeks of the month and classroom visits for one week of each month with the purpose of facilitating and observing targeted communication skills.) Ex. For weekly flex This type of schedule will consist of regularly scheduled speech sessions with changes being made on an as needed basis.)

The flexible-scheduling process will allow me to best provide services to enable speech and language learners to perform at higher educational levels. This is achieved through classroom teacher collaborations and observations that permit me to monitor student progress, become more familiar with curricular expectations, observe opportunities for students to practice targeted communication skills, and demonstrate strategies and/or cueing techniques to assist in transfer of skills to the general education environment. Additionally, these scheduled times will lend itself to increased collaboration with individual teachers as we work together to design more appropriate intervention plans, modify curriculum, or gather progressmonitoring information.

(This section is included in the teacher letter, not the parent letter.)

Attached to this letter is an example of the sheet you will receive outlining the students I am currently serving from your classroom and times for you to select for me to observe a student, model a strategy, or teach a lesson. Please choose times that will enable me to witness students focusing to direct instruction, participating in a class discussion or completing an assignment. Whichever will promote demonstration of the student's present performance on a targeted communication skill. Following each classroom visit, we will set a time to discuss the observation and address any questions or concerns.

I truly believe this flexible-scheduling process will encourage us to provide more efficient and effective services to our students with communication needs. Our teamwork and collaboration is critical to the success of our students.

Thanks for your support and cooperation!

TO: PRINCIPALS AND CLASSROOM TEACHERS

FROM:

RE: SPEECH/LANGUAGE SCHEDULING

DATE:

To better meet the needs of the students who receive speech and language services, I will begin to use a 3 weeks on schedule, and 1 week in the classrooms, process this year. This type of scheduling consists of students being seen as currently scheduled for three weeks during the month. One week of the month, classroom visits will be scheduled for the purpose of facilitating and observing targeted communication skills.

This schedule will allow me to provide other direct services to students to support the IEP such as observing students in a variety of settings so that I can better assist them as they are ready to transfer skills learned in speech to the general education environment. In addition, this week will allow me more time to collaborate with individual teachers as we work together to design more appropriate intervention plans, spend time discussing appropriate curriculum modifications and accommodations, gather progress monitoring information, demonstrate skill specific strategies and become more familiar with the general education curriculum and teacher expectations.

During the week of _____, most students receiving services will be scheduled for classroom times. On the back of this letter is a sheet outlining the students I am currently serving from your classroom and times for you to select for me to observe, model a strategy, or teach a lesson in your classroom. Be sure to select times that will enable me to observe students focusing and attending to direct instruction as well as participating in a class discussion or completion of an assignment that will demonstrate the student's current performance on a targeted communication skill.

After my classroom visit, I will leave a copy of my notes for you to review and we will schedule a time to discuss the observation and address any questions or concerns you might have.

I believe that this scheduling process will enable us to provide more efficient and effective services to students with communication needs. Our teamwork and collaboration is critical to the success of our students.

Thanks for your support and cooperation!

SLP SCHEDULE THE WEEK OF:

	MONDAY	TUESDAY		WEDNESDAY	TURSDAY		FRIDAY
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
3.00							
4:00							
DU	E THIS WEEK	CONTACT	S	TO DO	PLAN A	HEA	AD.